



# Application of Time Token Learning Model in Speaking Skill of Grade VIII Students at Junior High School

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## Abstract

This study aims to describe the application of the Time Token learning model of students' speaking skills in Indonesian language subjects. The method used in this research is descriptive method with mixed research type of qualitative and quantitative. The research subjects were students of class VIII H SMP Negeri 9 Palu totaling 32 people, selected through simple random sampling technique. Data collection techniques used included observation, and documentation. The instruments used consisted of teacher and student activity observation sheets, as well as assessment of students' speaking skills through student learning outcomes data. The results showed that the teacher observation sheet was classified as very good, the student observation sheet also showed very effective results with a value of 91%, while the data on student learning outcomes in speaking skills reached 83 with a good category. These findings indicate that the application of the Time Token model is able to encourage equal distribution of speaking opportunities, increase student courage, and support active and structured speaking skills.

**Keywords:** *Time Token Model, Speaking Skills*

## Introduction

Based on the results of preliminary observations with Indonesian language subject teachers at SMP Negeri 9 Palu, especially class VIII, in the learning process, students speaking skills are still less active, as seen from the uneven participation of students. Some students tended to dominate the conversation while others tended to dominate the conversation. Others are just listeners. Silent students often feel hesitant to express their opinions due to lack of confidence and limited opportunities to speak in class, as well as the lack of interaction in class discussions

where students mostly listen and take notes without being actively involved in the discussion.

This condition shows that students' speaking skills have not developed optimally, even though speaking is one of the essential language skills in learning. According to Dampoli (2018), speaking is the ability to pronounce articulate sounds to express and convey ideas thoughts, and feelings, which can be practiced through conversation. Speaking is the ability to pronounce articulate sounds to express and convey ideas, thoughts and feelings that can be practiced through a conversation. This is in line with the opinion of Nurjamal et al in (Nurgubitasari & Sukma, 2015) stating that speaking is a person's ability to express ideas, thoughts, opinions of views orally directly to other people either face to face or indirectly. Therefore, a more participatory learning model is needed that can encourage students to be more active in speaking and expressing opinions in the learning process.

Time token learning model is a learning model characterized by a time mark or time limit. The time limit here is used to stimulate so as to motivate students in exploring their ability to think and express ideas. So that there is good communication or listener response. Interaction and interactive that creates a sense of positive dependence between group members that is built constructively by students. This is in line with the opinion of experts regarding behavioristic theory, according to Suprijono in (Sahara, 2019) behavioristic theory is seen when there is a relationship between stimulus (stimulus) and reply (response).

This time token learning model is learning that is structured on social skills, to avoid students dominating the conversation or being silent at all. The time token learning model is a cooperative type learning model. Slavin stated in (Tabrani & Amin, 2023), "In cooperative learning methods, students work together in four member teams to master the material initially presented by the teacher". (Cooperative learning is a learning strategy that emphasizes students to work in groups in a directed manner to achieve predetermined learning objectives. Therefore, the researcher uses the time token model as a solution. Overcoming students who dominate class conversations and helping to provide equal speaking opportunities.

According to Arends in (Yuri Serlia, 2016) if the teacher has cooperative learning groups with some people dominating the conversation and some shy people saying nothing, time tokens can help distribute participation more evenly. The time token learning model is a learning model that teaches students to be more skillful and courageous in speaking marked by a time. This model is designed in such a way that in the learning process students do not dominate a conversation or vice versa do not argue or speak, in this case learning in cooperative groups,

students are trained and accustomed to sharing their knowledge, experience, tasks, and a responsibility.

Help each other and practice in interacting, communicating. The teacher as a facilitator in the learning process prepares a coupon or card in speaking that will be used as a medium of exchange for an opportunity to speak or express an opinion. According to Tukiran, et al in (Sya'ban, 2018) that the steps of the time token learning model are as follows: (1) Condition the class to carry out discussions (cooperative learning) (2). Each student is given a speaking coupon with approximately 30 seconds, each student is given a value according to the time used. (3) When the student has finished speaking, the coupon held by the student is handed over to the teacher, each speaking one coupon (4) Students who have run out of coupons may not speak again, those who still hold coupons must speak until their coupons run out (5) And so on.

This research focuses on how is the application of time token learning model in speaking skill among VIII grade students at SMP Negeri 9 Palu? This study aims to describe the application of time token model in learning speaking skills in class VIII students of SMP Negeri 9 Palu.

## **Method**

This type of research is qualitative and quantitative research. Qualitative research is research that is natural and based on human observation in the process of obtaining data related to research. Qualitative research is a research procedure that produces descriptive data written and spoken words of the people and behaviors observed.

The method used in this research is a descriptive model. According to Zuriah (in Sugiyono 2014: 47) descriptive is research that is directed to provide symptoms, facts, or events systematically and accurately, regarding the properties of certain regional populations. So, in this study researchers will describe the facts according to the existing reality and describe these facts systematically and accurately.

This research also uses calculations in the form of numbers to obtain data so that this research also includes quantitative research. This is based on the opinion of Kasiram (2008:149) who argues that quantitative research is a process of finding knowledge that uses numerical data as a tool to analyze information about what you want to know.

This research will be conducted at SMP Negeri 9 Palu which is located on Jl. Zebra, North Birobuli Village, South Palu District. Population is the subject to be measured or studied (Sugiyono, 2017). The population in this study were all VIII classes of SMP Negeri 9 Palu consisting of 11 classes and totaling 573 people. The sample is part of the population that is the source of data in the study (Sugiyono, 2017). Sampling in this study used simple random sampling technique with 32

students in class VIII H. This is in line with Sugiyono's opinion (2017) that the appropriate sample size in research is between 30 and 500.

The instrument is a tool for collecting data, according to Sugiyono (2017), a research instrument is a tool used to measure observed natural and social phenomena. The instrument used in this study is a non-test technique, non-test technique means carrying out an assessment by not using a test. This is in line with the ideas of Ratna Wulan and Rusdian (2015: 200), suggesting that non-test techniques are assessments carried out without testing educators, but using systematic observation (observation), conducting interviews (interviews) distributing questionnaires (questionnaire) and examining or examining documents (documentary analysis) and others.

However, related to the research to be carried out, namely seeing how the role of the time token model on speaking skills in students, the research uses instruments by conducting observations of teachers and students as well as data on student learning outcomes with the specified assessment aspects.

a. Observation of teacher activities during the learning process with eleven aspects of assessment:

1. Attracts students' attention
2. conveying the objectives, benefits and motivating students
3. Explain the rules and steps of the time token model
4. Actively monitor the discussion
5. Increase participation
6. Ensure all students get a chance to speak
7. Encourage students to speak in the time allotted on the card
8. Evaluate learning outcomes
9. Summarize the learning outcomes together
10. Provide reinforcement to students at the end of the lesson
11. Giving awards for learning materials

With qualifications of very good, good, sufficient, and less. The assessment of each component is categorized according to the aspects achieved, if each component only achieves three aspects then the qualification is good, if only two aspects are then the qualification is sufficient, and if only one aspect is implemented then the qualification is sufficient, and if only one aspect is implemented then it is less or not achieving the learning objectives to be achieved.

b. Observation of Student Activities during the learning process with the application of the time token model with nine aspects of assessment, namely;

1. Prepare notebooks, textbooks and time token cards that have been distributed.
2. Take your seat and occupy your assigned place according to the group.

3. Understand the use of time token cards and follow the learning process carefully according to the teacher's instructions.
4. Listening to questions/issues related to learning
5. Paying attention to the material earnestly
6. Utilize speaking time according to the specified duration
7. Conveying opinions or ideas with confidence
8. Students convey ideas with clear and structured sentences
9. Listens attentively to friends' opinions

With the following assessment score:

5. Very Effective
4. Effective
3. Moderately Effective
2. Less Effective
1. Not Effective

$\text{Percentage} = \frac{\text{Score obtained}}{\text{X}} \times 100\%$
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- c. Data on student learning outcomes obtained from direct observation during the learning process by applying the time token model in student speaking skills, in this study there are four main aspects observed, namely expression, fluency, intonation and pronunciation. Each aspect is given a weight of 1-5. The formula for calculating the value of individual student speaking skills is as follows:

5. Very good
4. Good
3. Enough
2. Less
1. Not enough

$\text{Percentage} = \frac{\text{Score obtained}}{\text{X}} \times 100\%$
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### **Speaking skill mastery criteria**

Percentage of Implementation	Category
85% < percentage ≥ 100%	Very good
70% < percentage ≥ 85%	Good
55 %< percentage ≥ 70%	Simply
40% < percentage ≥ 55%	Less
0% < percentage ≥ 40%	Very Less

The data analysis technique used in this research is descriptive statistical analysis technique. Descriptive analysis technique is a statistical technique that provides information only about the data it has. Descriptive statistics are only used to present and analyze data to make it more meaningful and communicative accompanied by simple calculations. This is in line with Sugiyono's opinion (2014:

169) that descriptive statistical analysis is a statistic used to analyze data to make it more meaningful and communicative accompanied by simple calculations. Analyzing data by describing or describing the data that has been collected as it is. The descriptive statistics used in this study are single descriptive statistics. Single descriptive statistics is a statistical technique that provides information about the order of each score, unit - unit unit in a certain data that is owned. The order of each score in question is the score obtained from each student based on student learning outcomes.

As for the analysis of data on the results of students' learning abilities, it is carried out using the average result formula obtained from the summation of student ability test results divided by the number of students, the formula is as follows:

Description:

M = Average student score

$\Sigma Fx$  = Sum of sample results

N = Number of students

$\text{Mean (M)} = \frac{\Sigma Fx}{N}$
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## Results

### 1. Teacher Activity Observation Data

Observation data on teacher activities during learning process is to find out the activities

and abilities of teachers in the implementation of the learning model in class VIII H SMP Negeri 9 Palu has applied the time token model.

Table 1. The observation results of teacher activities

NO	Skill Component	Applicability				Assessment Aspect
		Very good	Good	Simply	less	
1.	Opening Skills learning	✓				Attracts students' attention
		✓				Delivering Objectives and benefits Motivating students
		✓				Explain the rules and steps model time token
2	Discussion coaching skills and Implementation of the time token model	✓				Monitoring the way active discussion
		✓				Increase participation
		✓				Ensuring all students get speaking opportunity
		✓				Encourage students to speak within the allotted time on card
3.	Closing skills					Evaluate results learning
		✓				Summarize Results learning together
		✓				Provide reinforcement to students at the end learning
			✓			Rewarding the material teaching

1. The skill of opening learning is included in the qualification very good, because the teacher in opening learning has covered four aspects that have been determined.
2. The skill component of fostering discussion and implementing the time token model is included in the very good qualifications, because the teacher in

fostering discussion and implementing the time token model has covered four predetermined aspects.

3. The component of teacher skills in closing learning is included in the good qualification, because the teacher in closing the learning only includes three.

## 2. Student Activity Observation Data

Table 2 The data obtained from the results of student activities in the classroom are

No	Skill Component	Score				
		1	2	3	4	5
1.	Students: Learning process readiness				✓	
	a. Set up book notes, textbooks and time token cards that have been shared					
	b. Sitting and occupying a place that assigned according to group					✓
	c. Understand the use of cards time tokens and carefully follow the learning process according to the teacher's instructions.				✓	
2.	Student activeness in the learning process					✓
	a. Listening to questions/issues related to learning					
	b. Paying close attention to the material really				✓	
3.	Student activeness in the time token model					✓
	a. Using the allotted speaking time					
	b. Expressing opinion or ideas with confidence					✓
	c. Students convey ideas with clear and structured sentences					✓
	d. Listening to friends' opinions with attentive				✓	

Based on the table, the following picture is obtained

### 1. Aspects that are rated as highly effective:

- a. Sitting and occupying the assigned place according to the group: during the learning process, students reflect high discipline and readiness by occupying the seat according to the designated group without needing to be directed or reminded.
- b. Listening to questions/issues related to learning: students show high enthusiasm and full focus in understanding the questions raised from other groups related to the topic discussed.



- c. Using speaking time according to the specified duration: students utilize speaking time very well and are very disciplined, students really understand how much time they have in one speaking performance so that they can manage when to speak and when to stop.
  - d. Conveying opinions or ideas with confidence: students are able to convey opinions with confidence, use firm intonation and show convincing expressions and body language.
  - e. Students convey ideas with clear and structured sentences: students are very capable of conveying ideas with clear and structured sentences, the system of distributing speaking time to students helps students to be more organized in organizing and conveying ideas besides being able to connect their ideas with the topic discussed, so that the opinions conveyed are easily understood by the teacher and other students
2. Aspects that are assessed as effective are:
- a. Preparing , textbooks and time token cards that have been distributed: students have mostly shown readiness in participating in the teaching and learning process by preparing stationery, learning books, and time token cards that have been distributed even though there are some students who are less careful or forget to prepare stationery before the learning process this does not hinder student learning activities.
  - b. Understand the use of time token cards and follow the learning process carefully according to the teacher's instructions: Most students have understood how to use time token cards and follow the teacher's directions very well, but there are some students who still need additional guidance in understanding the use of time token cards.
  - c. Listening to friends' opinions attentively: most students show a good attitude in respecting friends' opinions by listening actively, giving appropriate responses, and not cutting the conversation, but there are still students who are easily distracted by other things, such as talking to their peers or paying less attention when the opinions conveyed do not attract their attention.
  - d. Paying attention to the material seriously: Most students showed good attention to the learning materials, they focused when the teacher explained, listened carefully, and showed interest by noting important things, besides that students were also active in following the lessons. learning, both through discussion in the form of questions and answers and giving good advice, although in this case there are still some students who occasionally appear to lose concentration but immediately return to focus when directed by the teacher.

From the percentage results obtained by students in the table above about activities in class, then:

$$\begin{aligned}\text{Percentage} &= \frac{41}{45} \times 100\% \\ &= 91\%\end{aligned}$$

From the results of observations of student activity during the implementation of the learning process with 9 aspects of assessment, the percentage of success of students in class VIII H SMP Negeri 9 Palu in applying the time token model is 91%, so the value is categorized as very effective because it meets the criteria for the predetermined value benchmark.

### 3. Student Learning Outcome Data

In this assessment, there are four main aspects observed, namely expression, fluency, intonation, and pronunciation. Each aspect is given a value weight of 5 with the form of assessment using the score system as specified.

Table 3. Then the average score obtained by students of class VIII H SMP Negeri 9

Value x	Frequency (f)	f.x
60	1	60
65	2	130
70	2	140
75	3	225
80	6	480
85	6	510
90	7	630
95	5	475
<b>Total</b>	32	2.650

From the average obtained by students in the table above, then:

$$\begin{aligned}\text{Mean (Average)} &= \text{Mean (M)} = \frac{\sum Fx}{N} \\ &= \frac{2.650}{32} \\ &= 83\end{aligned}$$

From the results of the average value on speaking skills is 83, then the value is categorized as good with the application of the time token method in speaking skills.

## **Conclusion**

Based on the results and discussion that have been described, it shows that the time token model is very effectively applied in the speaking skills of students of class VIII H SMP Negeri 9 Palu Jl. Zebra, North Birobuli Village, South Palu District. This is supported by the data that has been obtained which is seen from the application of the time token model getting a percentage of 91%. In addition, data is also obtained from the average value of student learning outcomes, which is based on four aspects assessed including expression, speaking fluency, intonation, and pronunciation, obtained a score of 83 out of 32 students. The value of 83 is included in the good category.

In improving speaking skills, the researcher would like to provide some suggestions for students and teachers based on the conclusions that have been presented, Teachers should use interesting learning methods in Indonesian language subjects so that students' activities and learning outcomes can be optimized. The use of the time token method in learning to speak can be used as an alternative to encourage students' speaking skills by emphasizing student activity. If there are still limitations in the learning process that tends to be teacher-centered, this can be an input for further research so that learning is more student-oriented.

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